SEND POLICY AND INFORMATION REPORT

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SEND policy and information report

AIMS

As a specialist provider, teaching pupils/students with SEND is the core business of Carew Academy. We structure our approach to the individual needs as set out in the Education Health and Care Plan (EHCP) through a pathway model in school.

All pupils/students at Carew Academy will have an EHCP with identified needs, provision stated and goals/outcomes outlined. Any changes to this will be identified by the classroom teacher and then conveyed to the SENDCo/LA as appropriate. Annual reviews will action statutory changes.

We will aim to:

- Ensure that all pupils/students at the school receive appropriate teaching and support which takes into account their SEND.
- Ensure that tasks and activity are well-matched and differentiated where necessary and that teaching methods and practice are regularly reviewed to ensure that they remain appropriate and relevant to the needs of the individual.
- Involve pupils/students and families in decisions regarding education and the meeting of the pupils'/students' needs, to support them to promote learning and development and planning for their future.
- Ensure that resources available to the school (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet pupils'/students' needs.
- Liaise effectively with individuals and organisations who have an interest in, or are able to make a positive contribution towards, pupils'/students' lives.
- Work with OHC&AT to ensure that staff are able to access a programme of specialised continuing professional development (CPD) appropriate to their role and career pathway, and ensure that staff participate in such training and development in order to enhance and update their skills in meeting the needs of pupils/students with SEND.
- Ensure that the obligations of the school are met in respect of the Children and Families Act 2014 in accordance with the SEND Code of Practice.
- Work collaboratively with the multidisciplinary team such as therapists and medical professionals and agencies to support the development and wellbeing of the whole person.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils/students with special educational needs/disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils/students with SEND

Carew Academy is a Special Academy in Sutton for pupils aged 7-18 with a wide range of ability levels and additional learning needs, primarily focusing on Moderate Learning Difficulties but including some specific and complex needs.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice specifically section 6, and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils/students with SEN and disabilities, and with specific reference to section 69 of this legislation
- Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Paragraph 3 of schedule 10 to the Equality Act 2010 which sets out the duty on schools to prepare and enact an accessibility plan.

Statutory guidance is available in paragraphs 6.79 to 6.82 of the SEND Code of Practice: 0-25 years.

This policy also complies with our funding agreement and articles of association.

DEFINITIONS

A pupil/student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

ROLES AND RESPONSIBILITIES

Carew Academy is a special school. Every teacher is considered to be a teacher of Special Educational Needs and Disabilities (SEND), whose role is to plan and develop the curriculum to take account of individual differences and secure good progress.

Similarly, while we operate a portfolio governance system, every governor on our Local Governing Body (LGB) is considered to be a governor of SEND and is therefore expected to work with the school leadership to ensure that every pupil/student is supported to achieve their maximum potential. Responsibility for oversight of SEND within Carew Academy sits within the Teaching and Learning portfolio. More

information about our governors can be found on the Governance page of the school website.

Specific responsibilities are listed below.

The Local Governing Body

Governors will:

- Collectively ensure a continued focus on SEND at LGB meetings and within their respective portfolio activities, in order to provide assurance that pupils/students are receiving a broad, balanced and relevant curriculum, well-matched and appropriately differentiated to their individual needs and underpinned by specialist approaches and strategies to address those needs.

The Teaching and Learning governor will:

- Monitor the quality and effectiveness of SEND provision within the school and update the LGB on this.
- Work with the Principal to determine the strategic development of the SEN policy and provision in the school.

The Principal

The Principal will:

- Work with the Senior Leadership Team and Teaching and Learning governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for ensuring that pupils/students are receiving a broad, balanced and relevant curriculum, well-matched and appropriately differentiated to their individual needs and underpinned by specialist approaches and strategies to address those needs.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil/student in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the Senior Leadership Team to review each pupil/student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

SEN INFORMATION REPORT

The kinds of SEN that are provided for

Our school is a moderate learning difficulty special school, providing for a range of needs including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Consulting and involving pupils/students and parents/carers

Local Authorities send the relevant documentation to all of the schools they feel would meet the needs of the young person. Once our admissions team receive the referral via the email address on the website they forward it to the admissions team who reviews the documents. When considering a potential placement for a student, the admissions team and Phase leads from SLT, look closely at the needs of the student. This will take into account that the student:

- Is within the age range for the school
- Has been assessed as being academically within the chronological ability range of the majority of students found in a mainstream secondary school
- May be significantly under-achieving in the key areas of numeracy and/or literacy and could have specific learning difficulties
- Will benefit from working in small groups and individually to improve their learning
- Shows indications that they are likely to respond to individual programmes of behaviour intervention that can **be provided within the school's resources**

If it is felt that more information is needed, the team will go back to the referring borough and request clarification. If it is felt that Carew is able to meet the needs of the young person, an offer is made in writing to the Local Authority who will make a decision based on the feedback received from each of the schools they have consulted. They may decide to name another school and they will be named on the EHCP.

If the school feels it cannot meet the needs of the young person, we will respond to the Local Authority following the requirements outlined in the SEND Code of Practice 2015.

Once Carew Academy is named on your child's EHCP, a member of staff will contact you to schedule a meeting to complete the admissions paperwork. This will include medical information, permission to administer medication (if needed), permission to attend off site activities, eligibility for free school meals etc. We will also discuss your child's start date and class groups.

Assessing and reviewing pupils'/students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil/student's needs. This will draw on:

- The teacher's assessment and experience of the pupil/student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil/student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil/student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil/student's progress.

Student progress is reported weekly through our tutor emails home, then termly through our student termly progress report sent home to parents and carers then via yearly Annual Reviews, alongside parents' target setting and review evenings.

Supporting pupils/students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil/student is moving to. We will agree with parents/carers and pupils/students which information will be shared as part of this.

Carew prepares students for transition at all relevant points. Holding induction sessions at the new school, link programmes, family days, work experience placements. Our preparing for Adulthood programme is strong and all students in our 4 work pathways attend work experience placements throughout Sixth form. Careers days, visits to colleges and businesses take place regularly.

Our approach to teaching pupils/students with SEND

We will aim to:

- Ensure that all students at the Academy receive appropriate teaching and support which takes into account their SEND.
- Ensure that tasks and activities are well-matched and differentiated where necessary and that teaching methods and practice are regularly reviewed to ensure that they remain appropriate and relevant to the needs of the individual.
- Involve students and families in decisions regarding education and the meeting of the students' needs, to support them to promote learning and development and planning for their future.
- Ensure that resources available to the Academy (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet students' needs.

- Liaise effectively with individuals and organisations who have an interest in, or are able to make a positive contribution towards, students' lives.
- Work with OHC&AT to ensure that staff are able to access a programme of specialised continuing professional development (CPD) appropriate to their role and career pathway, and ensure that staff participate in such training and development in order to enhance and update their skills in meeting the needs of students with SEND.
- Ensure that the obligations of the Academy are met in respect of the Children and Families Act 2014 in accordance with the SEND Code of Practice.
- Work collaboratively with the multidisciplinary team such as therapists and medical professionals and agencies to support the development and wellbeing of the whole person.

Teachers are responsible and accountable for the progress and development of all the pupils/students in their class.

High-quality teaching is our first step in responding to pupils/students who have SEND. This will be differentiated for individual pupils/students.

Therapy

At Carew Academy we believe that our students should have access to a range of support and therapies that can enhance their educational experiences with us. We have Speech and Language Therapy, Occupational Therapy, Music Therapy and Drama Therapy located on site. Therapies are a central and integrated aspect of our offer and is provided on an individual, group and sometimes whole class basis.

Our therapists are fully qualified and experienced professionals.

Carew has attained the Therapeutic Schools Award as a whole school CPD.
This is enabling all staff to be Trauma Informed, Attachment aware, using Therapeutic teaching skills and embedding a therapeutic approach in all that we do.

Emotional Literacy support

Emotional Literacy Support Assistants aim to help the children and young people to understand their emotions and respect the feelings of those around them. It provides time and space for pupils to think about their personal circumstances and how they manage them. Some of the areas we work on with pupils include:

- Recognising emotions
- Development self-esteem
- Improving social skills
- Gaining friendship skills
- Support with anger management
- Support with loss and bereavement
- General day to day management of their time at school

We will also provide the following interventions:

- Student Support in school and outreach

- Reading support
- Phonics catch up
- Rebound Therapy
- Heartbeeps sensory therapy
- Woodland wonders
- Music Therapy
- Canine Assisted learning
- Therapy Dogs

Adaptations to the curriculum and learning environment

The curriculum at Carew Academy is broad, balanced and diverse. We provide for children who have a range of needs and abilities, and of differing ages. For our Skills for Work and Skills for Further Education Pathways we follow the National Curriculum and for our Skills for Life Pathway we follow the Equals Curriculum. Further details of each phase can be obtained from the school website at: www.carewacademy.org/curriculum
The school adopts a therapeutic approach to helping students to develop the social skills and emotional resilience needed to become successful both as learners at school and subsequently in later life. The Enrichment Programme is designed to work in conjunction with other therapeutic interventions to help develop social skills, build confidence and self-esteem, improve communication skills, learn new skills and enhance teamwork. Further details can be seen in our Accessibility Plan however we make the following adaptations to ensure all pupils'/students' needs are met:

- Differentiating our curriculum to ensure all pupils/students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, preteaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as:

- OT and SALT universal and targeted support as part of the LA/Cognus Therapy champions programme.
- Woodland wonders our KS2 and Year 7 outdoor learning and regulation intervention
- Reading and Oracy small group and individual target support

Teaching assistants will support pupils/students on a 1:1 basis when students are highly dysregulated, requiring medical support or require more intensive safeguarding support.
Teaching assistants will support pupils/students in small groups when directed by the classroom teacher.

We work with the following external bodies/agencies to provide support for pupils/students with SEND:

- Autism Education Trust
- Sutton LA and Cognus therapists

Expertise and training of staff

Carew Academy operates a dedicated staff training programme with CPD linked to identified individual and organisational priorities, including SEND-specific training. Additionally, staff benefit from OHC&AT's whole organisational CPD and development offer which includes:

- In-house training focused on specific areas of SEND, developed and delivered by experienced senior staff;
- Access to bespoke in-house training, delivered by qualified and experienced OHC&AT staff, around specific areas of SEND as well as other relevant areas e.g. Team Teach, Positive Behaviour Support, First Aid for Mental Health.
- Access to professional and specialist staff networks, enabling peer support and the sharing of best practice around effectively supporting pupils/students with SEND.

We have a team of approximately 60-70 teaching assistants, including 5-8 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We are the Autism Education Trust training school for Sutton LA and offer support and training to all educational settings within Sutton from Early years through to post 16.

In the last academic year, staff have been trained in Trauma, Attachment, Preventing Bullying. Case Study 7: Online Safety (11-16 years). Case study 5: Inappropriate Sexual Behaviour (7-12 years). Harmful Sexual Behaviours
We use specialist trained staff for mental health crises and suicide prevention

Securing equipment and facilities

Carew Academy is currently located within a listed building which is not an ideal teaching environment but we do our best within it. We are therefore pleased that we will be relocating to a purpose built building under the Free School Programme from 2024 with a final date still to be confirmed.

- Facilities at our current site include:
- Science lab
- Outdoor sports area
- Gym
- Therapy areas
- Meeting room to meet with and support our families
- Art Studio
- Music room
- Reflection rooms
- Food studies
- Computer room

Evaluating the effectiveness of SEND provision

Carew Academy is a special school, therefore all pupils/students will have an EHCP or Statement (historic).

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term using Edukey to report on all Outcomes detailed in the EHCP
- Reviewing the impact of interventions
- Using student questionnaires
- Monitoring by the class teachers, OT and SALT therapists and over seen by phase leads
- Termly monitoring by the LGB and the Academy Trust team
- Regular monitoring by the Local Authority
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

Removing barriers to participation

All of our extra-curricular activities and school visits are available to all our pupils/students, including our before-and after-school clubs.

All pupils/students are encouraged to take part in all of the activities arranged by the school such as:

- Enrichment
- Rewards
- Work experience
- Academic off site trips

No pupil/student is ever excluded from taking part in these activities because of their SEND or disability.

Carew Academy is fully committed to the ideal of maximising the potential of our pupils/students by meeting their individual needs. We adhere to the following principles:

- Pupils/students are entitled to have access to a broad, balanced and relevant curriculum. The curriculum is well-matched and appropriately differentiated to the pupil/student's individual needs and underpinned by specialist approaches and strategies to address those needs.
- Pupils/students must have free access to the school buildings and facilities so that they can be treated equitably irrespective of their disabilities. Further information on this can be found in our Accessibility Plan on our website https://carewacademy.org/key-information/accessibility-plan/
- Pupils/students within the Academy are regarded and treated as unique individuals who must be given the opportunity to excel and experience achievement, which will be recognised and celebrated.

- Pupils/students benefit most when their individual needs and starting points are clearly identified in a proactive manner, so that programmes of intervention can be effectively planned implemented, monitored and reviewed.
- The personal development and academic areas of the curriculum are managed in such a way as to ensure that the participation of pupils/students in their own learning is maximised and to enable them to fully achieve their potential.
- Working in partnership with parents, carers and families is key to supporting the needs of pupils/students.
- A multi-disciplinary and inter-agency approach involving the expertise and resources of outside partners is essential when working with pupils/students whose individual needs are additional and complex.

Support for improving emotional and social development

At Carew we weave all aspects of emotional and social development through our comprehensive RSHE curriculum, this is complemented through our comprehensive Student Support team of 8 staff who work outside of the classroom supporting classroom teachers and teaching assistants during lesson time by supporting students who are struggling in lessons. They offer continual support throughout the school day, through breaks and lunchtimes and outreach when students are unable to attend school for a number of reasons. Carew has a strong student voice and operates a number of student ambassadors who represent each of our core values: Ambition; Independence; Resilience and Caring. This enables us to listen to the views of pupils/students with SEND and measures to prevent bullying.

We provide support for pupils/students to improve their emotional and social development in the following ways:

- Pupils/students are encouraged to be part of the school council
- Pupils/students are encouraged to take active roles in supporting each other, with guidance from staff. They are encouraged to report any concerns to a member of staff or via our Worries and Concerns facility on our website: https://carewacademy.org/students/worries-and-concerns/
- Pupils/students are shown how to use the Zones of Regulation in order to identify and name their feelings. They are then shown effective methods to manage these feelings.
- Pupils/students have access to 5 trained Mental Health First Aiders among the staff team
- Pupils/students have access to external interventions such as targeted therapeutic interventions such as visiting our therapy dogs Trevor and Stitch
- If necessary, referrals are made to CAMHS to request more intensive support

For further information, please refer to our Safeguarding and Wellbeing offer, on our website: https://carewacademy.org/about_us/safeguarding/

We have a zero tolerance approach to bullying.

Working with other agencies

Carew will always involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting students' SEND and supporting their families. These include such groups as SIASS, Cognus, AET.

Complaints about SEND provision

Carew Academy is committed to dealing with complaints promptly, fairly and carefully. We encourage parents, carers and other members of the school community to raise (on an informal basis) any concerns they have at the earliest opportunity. In most instances, this will involve speaking directly with the member of staff concerned, who will try to resolve the issue as quickly as possible.

Where resolution is not possible, the school has a formal Complaints Policy which sets out a structure under which complaints will be heard. This is available from the school website or a hard copy can be obtained from the school office.

The parents/carers of pupils/students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents/carers of pupils/students with SEND

Carew Academy	Carew Academy Church Road Wallington Surrey SM6 7NH Telephone Number: 020 8647 8349 info@carewacademy.org
Principal: James Kearns	020 8647 8349 jkearns@carewacademy.org
Designated Safeguarding Lead: Helen Morris	020 8647 8349 hmorris@carewacademy.org
Attendance Officer and EHCP Coordinator: Abi Mitchell	020 8647 8349 amitchell@carewacademy.org
Family Lead Coordinator: Abbe Alete	020 8647 8349 aalete@carewacademy.org

Clerk to the Local Governing Body: Katie Swire	kswire@ohcat.org Orchard Hill College Academy Trust, Copthall House, 9 The Pavement, Grove Road, Sutton, Surrey, SM1 1DA
Chair of Governors: Alexis Holloway	Contact via the school office

Contact details for raising concerns

Carew Academy wishes to communicate effectively with our parents, students and wider community. However, we accept that we can on occasion make mistakes or fail to communicate as well as we would wish. We are committed to dealing with complaints promptly, fairly and carefully. We encourage parents, carers and other members of the school community to raise (on an informal basis) any concerns they have at the earliest opportunity. In most instances, this will involve speaking directly with the member of staff concerned, who will try to resolve the issue as quickly as possible.

You can get in touch with us in the following ways:

- By letter – Carew Academy, Church Road, Wallington, Surrey SM6 7NH
- By email – info@carewacademy.org
- By telephone – 0208 647 8349
- Or in person, after making an appointment If you remain dissatisfied, the school has a formal Complaints Policy, which sets out a structure under which your complaint can be heard.

You can access the policy on our website at:
www.carewacademy.org/about_us/complaints.

In the first instance all complaints should be brought to the attention of the Principal, Mr James Kearns Tel: 0208 647 8349 or Email: jkearns@carewacademy.org

Or alternatively, if the complaint is with reference to the Principal the complaint should be made to Laurie Cornwell, Deputy CEO, Orchard Hill College Academy Trust, Copthall House, 9 The Pavement, Grove Road, Sutton, Surrey, SM1 1DA.

The local authority local offer

We offer placements to Sutton Local Authority and are included on its Local Offer as a provider of Special Educational Needs.

Our local authority's local offer is published here: SEND Local Offer – Sutton Council

MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the Principal **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Governing Body (LGB) at least annually or whenever the policy is updated.

RELATED POLICIES AND DOCUMENTS

Accessibility Plan
Admissions Policy
Behaviour Policy
Child Protection, Adult Protection & Safeguarding Policy
Complaints Policy and Procedure
Equality, Diversity & Inclusion Policy
Equality information and objectives
Mental Capacity and Consent Policy (Academies)
Personal and Intimate Care Policy (Academies)
Relationships and Sex Education Policy and Procedure
Safeguarding and Wellbeing Offer
Student Mental Wealth, Health & Wellbeing Policy
Supporting Students with Medical Conditions in Education Policy